



Model of Needs-Based Professionalism Development in Military Academy Magelang

Untung Hartono ^{1✉}, Maman Rachman ², Achmad Rifai RC ², Titi Prihatin ²

¹ Military Academy Magelang, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

Article History :
Received February 2019
Accepted April 2019
Published June 2019

Keywords:
military academy,
professionalism, needs

Abstract

Lecturers are professional educators and scientists whose main task is to transform, develop, and disseminate science, technology and art through education, research, and community service. Therefore, lecturers are required to possess pedagogical, personal, social, and professional competencies. Article 60, Law No. 14/2005 concerning Teachers and Lecturers, requires lecturers to "improve and develop their academic qualifications and competencies in a sustainable manner in line with the development of science, technology and art". The obligation stated in this law must be carried out by lecturers, especially lecturers at the Military Academy Magelang. The findings of this study are (1) the policy of preparing lecturers' planning by institutions is still weak and not paying attention to aspects of mapping needs; (2) the implementation of lecturer competency management development activities is not based on aspects of fulfilling student service needs; (3) management development strategies for improving lecturer competency have not been well coordinated; (4) management supervision to improve professional competence of lecturers is less attention to management aspects; (5) fostering the development of professional competence of lecturers is not sustainable and takes into account the aspects of reward and punishment.

© 2019 Universitas Negeri Semarang

✉ Correspondence :
Jalan Gatot Subroto Jurangombo Selatan Magelang Selatan,
Seneng Satu, Banyurojo, Kec. Mertoyudan, Magelang, Jawa
Tengah, Indonesia 56172
E-mail: untunghar64@gmail.com

p-ISSN 2085-4943
e-ISSN 2502-4469

INTRODUCTION

Law No. 14 of 2005 states that lecturers are professional educators and scientists whose main task is to transform, develop, and disseminate knowledge, technology, and art through education, research, and community service. Lecturers are an important component in higher education; whatever education quality improvement policies are designed, eventually the lecturers carry out the teaching and learning process. As the spearhead of universities, lecturers strongly determine the quality of education and graduates of higher education in addition to the quality of the university in general. If the lecturers are of high quality, then the quality of higher education will increase, and vice versa.

At present, lecturers are faced with a change in the competitive paradigm from the previous one which is more physical asset towards a knowledge-based competition paradigm. The change in the paradigm requires efficiency and effectiveness of lecturer resource use because lecturers are change agents and renewal agents so that they are able to compete and have a competitive advantage. Strengthening lecturers' resources as intellectual capital must be followed by the development and renewal of their abilities and expertise so that they are capable and sensitive to the direction of the changes that occur. The ability and empathy of the lecturer will be able to provide new inspiration and enthusiasm for his colleagues. Creativity and productivity give birth to great works that can be considered for scientific publications popular on a local, national and even international scale.

As an educational institution under the Indonesian National Armed Forces (TNI AD) Headquarters, the Military Academy had the main task of carrying out the first education of Army officers at the academic level. This institution always strives continuously to improve the quality of its education quality. Based on Minister of National Education Decree Number 245/D/0/2010 dated December 29, 2010 concerning permission to hold study programs, Akmil has the right to hold five study programs namely Defense Management Study Program, Civil Defense Engineering, Defense Mechanical Engineering, Defense Electrical Engineering, and

Defense Administration. As a consequence, there is a change in institutional development in the Military Academy from coaching under the Ministry of Defense to being a coaching under the Ministry of Defense and the Ministry of Research, Technology and Higher Education, especially those related to the management of universities and lecturers.

The ability of Akmil lecturers to meet the standards of Tri Dharma College continues to be improved even though only in the field of education / teaching not in the field of research and community service so that the quality and quantity of research and community service by Akmil lecturers is very low. This can be seen from the Report Document of the Assessment Results of Five Academic Study Programs by the 2013 BAN PT Team that the number of research, community service, and writings / scientific works of Akmil lecturers published in national and international journals is very limited.

This is different from the ability of lecturers at universities in the Kemenristekdikti. The results of the research, seminar proceedings, and scientific work were calculated and were very influential for the improvement of lecturers' careers. The more results of research and scientific work the faster their career paths. In addition, even though the Academic lecturers have been trained in the field of teaching, for example through upgrading, courses, and improving S2 and S3 qualifications, until now the ability of Academic lecturers in the field of teaching has not been said to be good. Then continuous and continuous improvement is needed. (Akmbang Draft Documents on the Report on the Implementation of Military Academy Education TA.2014). By being permitted to operate five Study Programs in Academic Affairs by the Ministry of Research, Technology and Higher Education, the development of Akmil lecturers should be based on the Tridharma of Higher Education namely teaching, research and community service. So the development of lecturers is not only limited to educational and teaching competencies but also research and community service competencies.

The ability to carry out research is a very important professionalism requirement of a lecturer. This research activity at the academy and

university level is the duty of the lecturer. Lecturers are required to have the ability to develop knowledge through research and communication activities in scientific forums. Therefore, the competence of this research also refers to the professional development of the lecturer itself.

Hartono (2014) conducted a study of the influence of organizational culture, organizational commitment and the quality of human resources on the work performance of civil servants at the Military Academy Magelang. The results showed that organizational culture had a positive and significant effect on the work performance of civil servants in the Akmil Magelang environment. This is supported by organizational commitment and high quality of human resources so that it has a positive and significant effect on employee performance.

Siswanto (2014) conducted a study on the effect of lecturer competency on the performance of teaching staff at the Military Academy Magelang. As a higher education institution, the Military Academy carries out the teaching and learning process based on the TNI education system and on the national education system. As educators, lecturers directly or indirectly are always required to provide the best for cadets. Therefore, the good or bad of the graduates of Akmil depends on the quality of the teaching staff. Pedagogic, professional, social, and personality competencies have a significant effect on the performance of the Military Academy educators. Therefore, the four Akmil lecturer competency variables must get attention so that each lecturer or educator is encouraged to show the best performance in order to achieve the educational goals in Akmil. The variables of social competence have the greatest influence and this shows that the Academic Staff educators have high social competence.

According to the Bujuknik Pembinaan Tenaga Pendidik TA.2016, in carrying out its duties the Academic Lecturer has the following roles: (1) as a facilitator, preparing and presenting the sources of knowledge and skills as needed; (2) as a communicator, transforming knowledge to students; (3) as an innovator, participating in the development and renewal of the teaching and learning process; (4) as a dynamicator, activating

and developing students' learning motivation; (5) as an evaluator, evaluating student learning outcomes, developing evaluation techniques, and evaluating the achievement of learning objectives both affective, cognitive, and psychomotor; (6) as counselors and caregivers, helping to solve problems faced by students.

According to Zain (2011), to run a good education program requires good quality lecturers. By having good and high-quality lecturers, tertiary institutions can formulate the most modern programs and curricula to ensure the production of outstanding and high-quality graduates according to market demand. According to Suharto (2011), lecturers are an important component in higher education; whatever policies in improving the quality of education are designed, eventually the lecturers carry out the teaching and learning process (PBM).

In an educational institution, professionalism of lecturers is an interesting factor to study for five reasons: First, lecturers are the spearhead for the success of the teaching and learning process; without qualified lecturers who are willing to sacrifice, it is impossible for a teaching and learning process to produce quality students. Second, the lecturer does not only play a role in transferring knowledge to students but gives examples of attitudes, speech, behavior, and personality. Third, lecturer performance quality is not final and cannot be improved because, as human beings, lecturers always grow and change. Fourth, if the performance of the lecturer is not supported by professional competence and work motivation, the teaching and learning process cannot smoothly as expected. (article 8, UUGD 14/2005). Professional competencies of lecturers are stated in the Guidelines for Implementing Education System Education System Renewal in Indonesia from the Director General of Higher Education. The professional competence profile of the lecturer includes (1) the quality of work, (2) ability, (3) initiative / initiative, (4) communication, and (5) timeliness.

METHODOLOGY

In carrying out exploratory studies, this study uses a case study method. Yin (1987: 23) states that case studies are empirical studies that

examine contemporary symptoms in real life settings if there is no clarity between the boundaries of symptoms with the background of life and using multiple data sources. Case studies are used in exploration research. Ary et al (1982: 50) states that the experiment is a scientific investigation that requires researchers to manipulate and control one or more independent variables and observe variables bound to see differences that are in accordance with the manipulation of these independent variables. The main purpose of the experiment is to determine what might happen. This experimental method is used to determine the effectiveness of the implementation of the model. Both the case study and experimental methods are used to apply the research and development approach. Borg and Gall (1983) state that research and development is a process used to develop and validate educational products.

According to Borg & Gall (1983), the general stage of this approach is research and information collecting, planning, developing preliminary form of products, preliminary field testing, main product revision, playing field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation. In accordance with the needs and limitations of the study, the phase was simplified into three, namely the preliminary study phase, development, and finalization of the model. In the preliminary study phase, the researcher conducted a series of theoretical studies, previous research studies and empirical studies through questionnaires, observations, interviews, and discussions with informants with the aim of obtaining a factual model design on the development of professionalism based on the needs of lecturers of Military Academy Magelanag.

The research was carried out with a qualitative approach. From the literature study

and field study a conceptual model was developed. At the development stage, researchers conducted a validation of the conceptual model. Validator consists of education experts and lecturers. Validation includes the complete components of the model, procedure, and effectiveness of each component. After obtaining input from the validator team, the conceptual model was improved (revised) by paying attention to the input and suggestions from the validator team to become a hypothetical model. The finalization stage of the model is the stage to obtain input as material to revise the hypothetical model to be more applicable so that it becomes the final model. The effort taken is to do a hypothetical model simulation and continue with focus group discussion (FGD). Data were analyzed by qualitative methods. The data is validated by the triangulation technique developed by Miles & Huberman which states that data analysis procedures include data reduction, data presentation, conclusions, and verification.

FINDINGS AND DISCUSSION

In the university environment, lecturers are one of the main needs. Lecturers are like a driving machine for everything related to scientific and academic activities. In the position of being the "heart" of higher education, lecturers strongly determine the quality of education and graduates produced by the tertiary institution, in addition to generally the quality of the college itself. If the lecturers are of high quality, then the quality of the higher education institution will also be high, and vice versa. No matter how good the education program is planned, if it is not supported by high-quality lecturers, the end result is not satisfactory because to run a good education program, the lecturers who are also of good quality are needed.

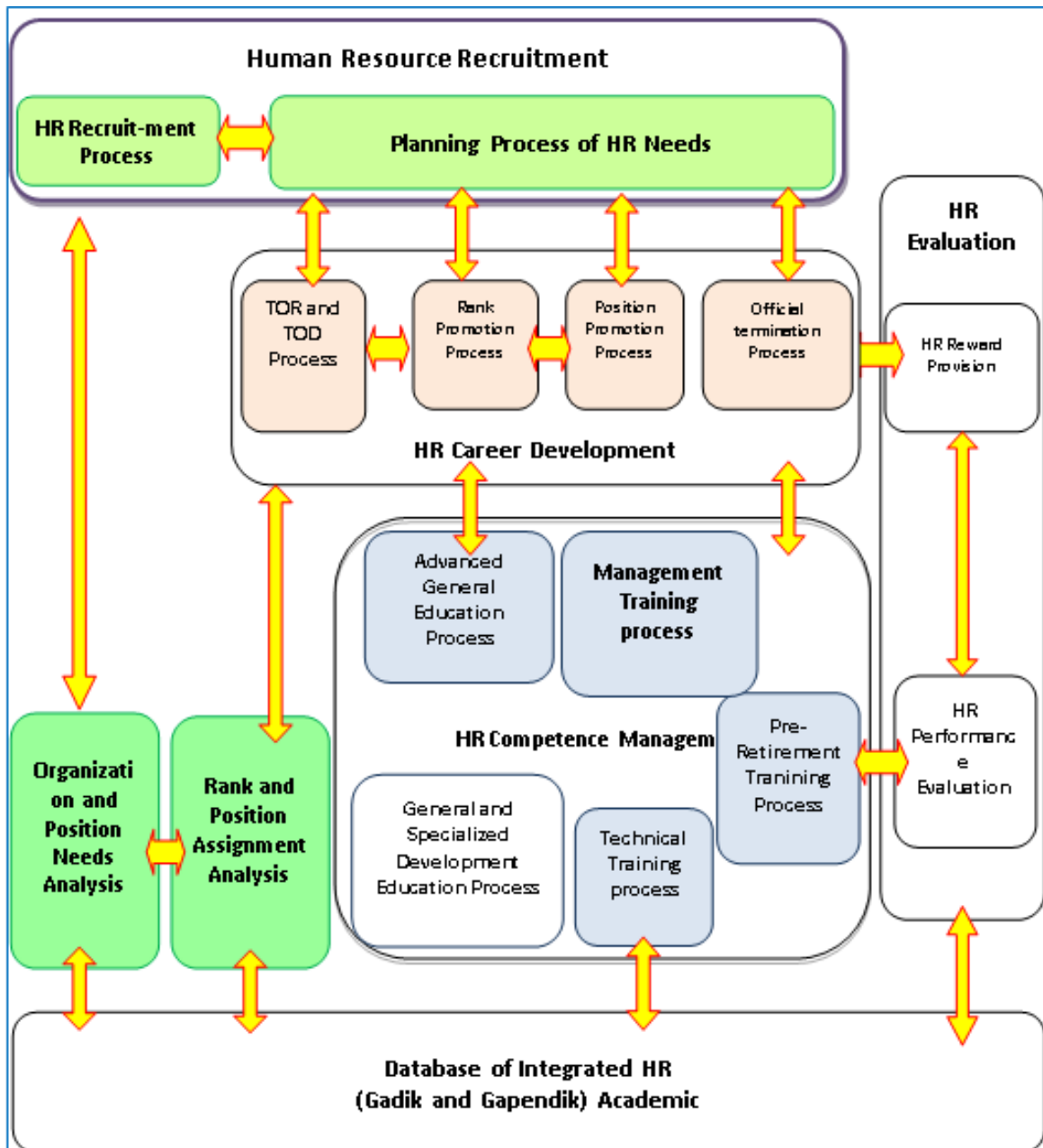


Figure 1. Structured and Integrated Management System of Akmil Human Resources

The process of developing the competence of Akmil lecturers

- a. HR competency development is oriented towards efforts to maximize the potential and talent of each through General and Advanced Education. Military education includes general development education (Dikbangum) and Specialization Development Education (Dikbangspes), training, and upgrading.
- b. Akmil provides opportunities and provides facilities and guarantees continuous process implementation.

The results of research conducted by Akmil are not only for academic purposes and as a form of accountability of official colleges but also in the framework of contributing in the form of thinking for the development of a strong and professional Army force. This research follows the rules and conditions set by the Army leadership in a hierarchical and disciplinary manner. This is a distinctive and unique characteristic and is different from research and community service activities carried out by public/private universities in general.

As a professional educator, Akmil lecturers in the future will not only be teachers, as long as they are but also become motivators, inspirators, coaches, innovators in learning, guided, counselor, and learning managers. As a motivator, lecturers encourage students to master learning tools, motivate them to study hard and achieve the highest achievement, and help them appreciate the value of learning and knowledge. As an inspiration, the lecturer inspires students to carry out learning activities such as creativity in doing assignments, writing, in student creativity program activities, and so on. As a coach, the lecturer acts like a sports coach. As a mentor, the lecturer acts as a student friend, being a personal example that invites respect and familiarity from students. As a learning manager, lecturers guide students to learn, take initiatives, and issue good ideas they have. With these three roles, each student is expected to be able to develop their own potential, develop creativity, and encourage innovative scientific and technological discoveries so that they are able to compete in a global society.

Continuing education for Akmil Magelang lecturers is a concerted and systematic effort to develop the ability of lecturers optimally to anticipate the possibilities that will occur in people's lives. This ability can be developed through formal and non-formal education. The formal education pathway used for sustainable lecturer development is postgraduate master education (S2), doctoral program (S3), among others in collaboration with Semarang State University. The continuing education program is a relevant study program. A lecturer should complete a minimum level of masters (S2) education.

Other educational paths that can be taken are training and short courses. In connection with this education program, a lecturer must pay attention to his scientific expertise and linearity in accordance with the mapping of selected skills. In addition to participating in formal education, lecturers also need to take part in educational activities that support professional development such as education and learning training (learning assessment, composing learning designs, compiling learning tools, managing learning, developing teaching materials, media

development, learning assessment, educational research methods, educational research methods and its kind). Institutionally, programs that can be implemented include scholarships, providing educational assistance, providing educational facilities, providing programs and facilities for various forms of training, mentoring and the like.

Instructional Development

Pedagogical competence or the ability of lecturers to manage learning is the essence of the success of the education process in higher education. This pedagogical competence is related to good and appropriate teaching methods so that the learning process can run properly and effectively. A lecturer, in addition to having expertise in the scientific field, must master the theories and teaching techniques and their applications in the learning process in college. Therefore, increasing capacity in this field is the main thing in the development of lecturer professionalism.

The rapid development of information technology is a new challenge for education practitioners including lecturers. The development of the ability to utilize information technology is needed in educational planning, especially those related to analysis, design, implementation, management, and educational instructional evaluation. The development of information technology capabilities requires the following points. (1) Availability of technological facilities and equipment, in the form of computers, videos, projectors, internet equipment, etc .; (2) The availability of content and materials related to the method of using information technology is intended to support the teaching method and implementation of the education curriculum; (3) Organizing training for lecturers on how to use these information technology tools so that in time they can teach them to students. Thus, the learning process can take place more effectively and productively

Development of Research and Community Service

One of the main tasks of higher education is to develop science. The task is realized through the study and scientific research carried out by the academic community contained therein,

especially the lecturers. Thus, the duties of the lecturers are not limited to teaching activities only; They are required to continue to carry out scientific research seriously in the fields they are engaged in in order to contribute and enrich science.

Some indicators commonly used to assess the scientific productivity of a lecturer are the number and quality of scientific publications, appreciation and recognition of work and scientific integrity, and the level of scientific activity, such as membership in scientific institutions and participation in seminars, workshops and other scientific activities. Among the programs that need to be implemented to develop the scientific productivity of the lecturers are (1) Training on scientific research methodology and ethics with all its aspects, especially those related to the disciplines of each lecturer group; (2) Provision of facilities and facilities needed for research, such as computers, laboratories, complete libraries, etc .; (3) Arrangement of hours load to teach lecturers so that they have the opportunity to write books, attend seminars, or conduct all research processes; (4) Fund support and assistance connects with institutions that can finance their research projects.

Today, technological curriculum design, academic discipline based on community needs that are flexible, adaptive, and responsive have the potential to support the professionalism development of the lecturers of the Military Academy Magelang. In carrying out their main task, the lecturers are not merely computer literacy, but rather directed at information technology literacy (IT literacy) which includes the competence of contemporary technology applications (temporary IT skills), mastery of foundational concepts and abilities intellectual capability. With mastery of IT, a lecturer will motivate him and his students to have a lot of curiosity in lectures. The use of IT-based learning media seems to be far more useful because it has a broad role and added value in terms of flexibility, ease of use, effectiveness, efficiency, high compatibility, complementarity, and integrative convergent media formats.

CONCLUSION

From the results of the analysis and discussion on the development of lecturer development models that can improve the professional competence of lecturers in the Military Academy Magelang, the conclusions can be drawn as follows.

1. Program evaluation and lecturer competency development are carried out by the faculty. The activities to be evaluated are mainly related to professional competencies, which include mastery of the fields of science taught, and pedagogic competencies relating to the ability to teach or deliver knowledge to students.
2. Professional lecturers are people who have the ability to plan, implement, and evaluate teaching activities in the field of science that is his specialty. A professional lecturer must be able to properly carry out the tridharma of higher education namely education and teaching, research, and community service.
3. In improving the quality of teaching staff resources, lecturer competency is still not optimal; the actualization of the duties of lecturers / teaching staff is still limited to carrying out the main tasks of the organization of educational institutions. Increasing the competence of educators in Seskoad's educational institutions still does not follow the regulations of the National education system. The education curriculum used in Seskoad educational institutions is not yet competency based. This can lead to the achievement of educational objectives and targets held by Seskoad educational institutions that are less effective and efficient.
4. Constraints faced by lecturers in improving their professional competence and the quality of the teaching staff (lecturers) include the followings. There are still many educators who do not yet have teacher education qualifications in teacher training in the Indonesian Army or outside the Indonesian Army; educational curricula and academic assessment standards which is used by the Akmil educational institutions is still not competency based; the quantity of obscurity lecturers is still inadequate.

REFERENCES

- Borg, W.R., & Gall, M.D. (1983). *Education Research an Intruduction*. New York-London: Longman Inc.
- Catano, V.M. (1998). Competencies: A Review of the Literature and Bibliography. Retrieved from <http://www.chrpcanala.com/en/paselreport/appendix.asp>
- Danim, S. (2002). *Menjadi Peneliti Kualitatif*. Bandung: Pustaka Setia.
- Fida', A. (1996). *Pedoman Pelaksanaan Kuliah Kerja Nyata*. Jakarta: Rineka Cipta.
- Hasan, Z. (1999). Disain dan Pengelolaan Penelitian, in Fuadudin dan Cik Hasan Bisri. *Pemikiran Islam di Perguruan Tinggi*. Jakarta: Logos.
- Hooghiemstra. (1994). Integrated Management of Human Resources, in Mitrani, A. et al. *Competency-Base Human Resources Management*. London: Kogan Page.
- Mantja, W. (1996). Persepsi Terhadap Prilaku Kepemimpinan Ketua Jurusan dan Sikap Profesional para Dosen. *Jurnal Ilmu Pendidikan*, 3(3), 238-239.
- Mangindaan, S.C. (1996). Kualitas Pendidikan Tinggi, in Hartono, T. Purnomo, H. *Improving Teaching and Learning in Higher Education*. Malang: Brawijaya University Press.
- Mathis, R.L., & Jackson. (2006). *Human Resources Manajemen (Manajemen Sumber Daya Manusia)*. Jakarta: Penerbit Salemba Empat.
- Nawawi, H. (2011). *Manajemen Sumber Daya Manusia Untuk Bisnis Yang Kompetitif*. Yogyakarta: Gajah Mada University Press.
- Ott, J.S., & Parkes, S.J., R.B. (2007). *Classic Readings in Organizational Behaviour*. Boston: Allyn and Bacon.
- Pidarta, M. (1999). Etos Kerja Dosen. *Jurnal Ilmu Pendidikan*, 6(4), 278-284.
- Robbins, S.P. (2001). *Organizational Behaviour (9th Edition)*. New Jersey: Prentice Hall International, Inc.
- Sahertian, P.A. (2000). *Konsep Dasar dan Teknik Supervisi Pendidikan Dalam Rangka Pengembangan Sumber Daya Manusia*. Jakarta: Rineka Cipta.
- Suharto. (2011). Pengembangan Profesionalisme Dosen. *Ragam Jurnal pengembangan Humaniora*, 11(1).
- Suyono. (1995). Peningkatan Kualitas Dosen Sebagai Salah Satu Upaya strategis Dalam Pembangunan Sumberdaya Manusia. *Ilmu Pendidikan*, 22(2), 165-168.
- Thoha, M. (1996). *Perilaku Organisasi*. Jakarta: PT Gramedia Pustaka Utama.
- Tilaar, H.A.R. (2002). *Membenahi Pendidikan Nasional*. Jakarta: PT. Rineka Cipta.
- Zain, R., Sy. (2011). Strategi Pengembangan Profesionalisme Dosen di Indonesia. (Sebuah Sumbang Saran). Retrieved from http://www.polines.ac.id/index_files .